

Transitioning California to a Future Assessment System

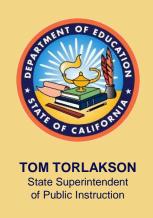
California Common Core Convening

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CALIFORNIA DEPARTMENT OF EDUCATION

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SSPI Recommendations for Transitioning California to a Future Assessment System

- California EC Section 60604.5 required the SSPI to provide the Legislature with recommendations for the reauthorization of the statewide pupil assessment program.
- In forming recommendations, the SSPI was required to consult with certain stakeholder groups and consider the inclusion of 16 specific features in the assessment system.



SSPI Recommendations for Transitioning California to a Future Assessment System

- A report containing the SSPI's recommendations was delivered to the Legislature on January 8, 2013.
- The report includes:
 - an overview of the current statewide assessment system
 - current transition efforts
 - a summary of stakeholder feedback
 - 12 recommendations for the transition to a new assessment system

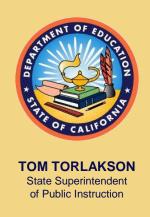


Setting the Foundation

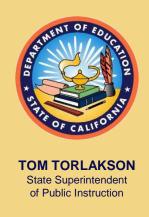
- Recognize assessment is an integral part of a cycle of standards, curriculum, and instruction.
- Recommend a system that promotes and models high quality teaching and learning.
- Consider the input of thousands of stakeholders including students, parents, teachers, administrators, business leaders, and community leaders.
- Consider the role the state should play in the assessment system and the value of local control.
- Recognize the current fiscal climate but also the investment opportunity.



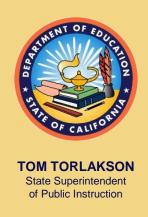
Beginning in the 2013-14 school year, suspend portions of the STAR Program assessments and adjust the API to reflect suspension of such assessments.



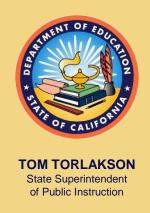
Beginning in the 2014-15 school year, fully implement the SBAC ELA and mathematics assessments.



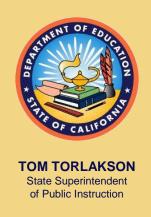
Use the grade eleven SBAC ELA and mathematics assessments as an indicator of college readiness.



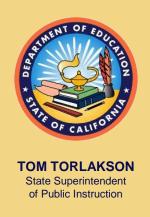
Develop and administer science assessments aligned to the new science standards, once adopted.



Develop or use multistate consortia alternate assessments in ELA, mathematics, and science for students with severe cognitive disabilities.



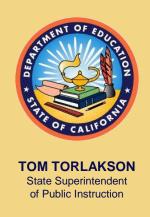
Determine the continued need and purpose of academic assessments in languages other than English once the SBAC assessments are operational.



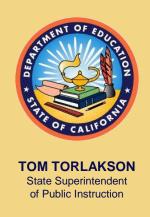
Assess the full curriculum using assessments that model high-quality teaching and learning activities.



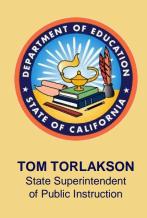
Invest in interim, diagnostic, and formative tools.



Consider alternatives to the current California High School Exit Examination.



Explore the possible use of matriculation examinations.



Conduct comparability studies.



Maintain a continuous cycle of improvement of the assessment system.